

**RESEARCH ARTICLE**

# Methodology for Developing Students' Professional Communication Competence Through Economic Terms

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## Abstract

This article examines the methodology for developing students' professional communication competence through economic terms. In modern higher education, especially in economic universities, the ability to use professional terminology correctly, clearly and appropriately is one of the key indicators of students' communicative readiness for future professional activity. Economic terms perform not only a nominative function, but also a communicative, cognitive and professional function, since they help students understand economic concepts, analyze professional texts, participate in discussions, prepare presentations and conduct business communication. The article analyzes the theoretical foundations of professional communication competence, the role of economic terminology in language education, and the methodological possibilities of using economic terms in developing students' oral and written speech. The research is based on theoretical analysis, pedagogical observation, comparative interpretation and generalization of methodological approaches used in teaching foreign languages for specific purposes. The results show that systematic work with economic terms increases students' vocabulary, develops their ability to communicate in professional contexts, improves academic and business speech, and strengthens their professional identity. The article concludes that the development of professional communication competence through economic terms requires an integrated methodology based on contextual learning, communicative tasks, text analysis, interactive methods and independent work.

## KEY WORDS

Economic terms, professional communication competence, terminology, foreign language education, economics students, communicative approach, professional vocabulary, business communication, language for specific purposes, methodological system.

## INTRODUCTION

The development of students' professional communication competence is one of the most important tasks of modern higher education. In the context of globalization, digital transformation and the internationalization of economic relations, future specialists are expected not only to possess theoretical knowledge in their field, but also to communicate

effectively in professional situations. For students of economics, this means the ability to understand and use economic terms, explain financial and market processes, analyze economic texts, participate in discussions, prepare reports, negotiate and express professional opinions clearly.

Economic terminology occupies a central place in the

formation of professional communication competence. Terms such as inflation, investment, market economy, demand, supply, taxation, budget, revenue, profit, competition and entrepreneurship are not merely lexical units. They represent complex economic concepts and serve as instruments of professional thinking. When students master such terms, they acquire access to the conceptual system of economics and learn to operate with professional meanings in speech. Therefore, the study of economic terminology should be organized not as mechanical memorization of words, but as a purposeful communicative and cognitive process.

The relevance of this topic is also connected with the growing importance of English for Specific Purposes and professional foreign language teaching. The ESP approach emphasizes that language learning should be related to learners' academic and professional needs. Hutchinson and Waters' well-known work "English for Specific Purposes: A Learning-centred Approach" presents ESP as a learner-oriented field that connects language teaching with real needs and effective learning conditions. Dudley-Evans and St John also consider ESP a multidisciplinary area that combines language, methodology, discourse and professional context.

In the European educational context, communicative competence is understood broadly, including linguistic, sociolinguistic, pragmatic and mediation-related abilities. The CEFR Companion Volume expands the scope of language education and includes extended descriptors for teaching, learning and assessment. This approach is important for the methodology of teaching economic terminology, because professional communication requires not only knowledge of words, but also the ability to use them appropriately in interaction, explanation, argumentation and cooperation.

The purpose of this article is to analyze the methodology for developing students' professional communication competence through economic terms and to identify effective pedagogical conditions for integrating economic terminology into foreign language and professional communication classes.

The research is based on theoretical and methodological analysis of scientific literature on professional communication competence, terminology teaching, vocabulary acquisition and English for Specific Purposes. The article uses the methods of analysis, comparison, generalization and pedagogical interpretation. The methodological foundation of the study is formed by communicative, competence-based, contextual and integrative approaches to teaching.

The communicative approach allows economic terms to be studied not as isolated lexical units, but as tools used in real speech situations. In this approach, students work with terms through dialogues, discussions, presentations, problem-solving tasks and business communication models. The competence-based approach focuses on the final result of learning: the student should be able to use economic vocabulary in professional activity. The contextual approach requires terms to be introduced through economic texts, cases, charts, reports and authentic communicative situations. The integrative approach combines linguistic knowledge, economic content and professional speech practice.

The study also relies on vocabulary learning theory. Nation's "Learning Vocabulary in Another Language" is an important reference work in the field of second and foreign language vocabulary studies and provides pedagogical suggestions for teachers and learners. This theoretical position is relevant to the teaching of economic terms because terminological competence requires repeated exposure, semantic analysis, contextual use and productive application.

The materials analyzed in the article include economic texts, professional dialogues, business correspondence samples, academic articles, market reports, financial news, case studies and classroom tasks. These materials are considered as didactic resources for developing students' professional communication competence. The methodological analysis focuses on how economic terms can be introduced, explained, practiced and activated in students' oral and written speech.

The analysis shows that the development of professional communication competence through economic terms requires a systematic and step-by-step methodology. At the first stage, students should understand the meaning and conceptual content of economic terms. This stage includes explanation, translation, definition, comparison and contextualization. For example, when learning the term inflation, students should not only memorize its equivalent, but also understand its causes, consequences and use in professional speech. They should be able to explain that inflation refers to a general increase in prices and a decrease in purchasing power. Such conceptual understanding helps students use the term meaningfully.

At the second stage, students should learn to recognize terms in professional texts. Economic texts often contain dense terminology, abstract concepts, numerical data and logical connections. Therefore, reading activities should be organized

in such a way that students identify key terms, determine their meanings from context, analyze word combinations and understand the author's main idea. For instance, a short text about market competition may include terms such as monopoly, price mechanism, consumer demand, production cost and competitive advantage. Working with these terms develops both reading comprehension and professional vocabulary.

At the third stage, economic terms should be activated in oral communication. Students should use terminology in discussions, role plays, interviews, presentations and debates. For example, they may discuss the advantages and disadvantages of entrepreneurship, explain the role of taxation in the economy, compare different types of markets or present a business plan. In such tasks, terminology becomes a means of communication rather than a subject of memorization. This increases students' confidence and prepares them for real professional interaction.

At the fourth stage, economic terms should be integrated into written communication. Students should learn to write summaries, reports, analytical paragraphs, business letters, emails, essays and project descriptions using appropriate terminology. Written tasks help students develop accuracy, logical structure and academic style. For example, after reading a text about investment, students may write a short analytical report explaining investment risks and expected profit. This task requires them to use terms correctly and connect them with arguments.

The results also show that economic terminology develops students' professional thinking. Terms organize knowledge and help students understand relationships between concepts. For example, the terms demand and supply are connected with market equilibrium, price formation and consumer behavior. If students understand these connections, they can explain economic processes more logically. Thus, terminology teaching contributes not only to language development, but also to cognitive development.

Another important result is the role of interactive methods. Case studies, problem-based learning, business games, brainstorming and project work create favorable conditions for using economic terms in meaningful communication. In a case study, students may analyze a company's financial problem and propose solutions using terms such as cost reduction, profit margin, investment strategy, risk management and market analysis. Such activities develop communicative,

analytical and professional skills at the same time.

The study also shows that work with economic terms strengthens students' professional identity. When students use the language of their future profession, they begin to feel themselves as participants in professional discourse. They learn how economists, managers, financiers and entrepreneurs speak, write and reason. This psychological factor increases motivation and makes language learning more meaningful.

The methodological significance of using economic terms in developing professional communication competence lies in the close connection between language and profession. A student who studies economics cannot communicate professionally without mastering the terminology of the field. At the same time, knowing terms only at the level of translation is not enough. The student must understand their meaning, use them in context, pronounce them correctly, combine them with other words and apply them in communicative situations.

One of the main methodological problems is the tendency to teach terms mechanically. In many classes, students receive a list of terms with translations and are asked to memorize them. Such an approach may help short-term recognition, but it does not develop real communication competence. To overcome this problem, terms should be introduced through context. A term becomes meaningful when it appears in a sentence, text, chart, problem situation or dialogue. For example, the term budget deficit is better understood when students analyze a real or simulated government budget situation.

Another important issue is the connection between receptive and productive skills. Students often understand economic terms when reading, but cannot use them actively in speaking or writing. Therefore, each term should pass through several methodological stages: presentation, comprehension, recognition, controlled practice, semi-controlled practice and free use. The teacher should first explain the term, then provide examples, then ask students to identify it in texts, then use it in sentence-building tasks, and finally apply it in discussions or written assignments.

Economic terms should also be taught through word formation and collocation. Many English economic terms are formed with common affixes and roots, such as macroeconomics, microeconomics, productivity, profitability, globalization and privatization. Understanding word formation helps students

guess meanings and expand vocabulary independently. Collocations are equally important because professional speech depends on stable combinations. Students should learn not only the word investment, but also combinations such as foreign investment, direct investment, investment climate, investment risk and investment project.

The teacher's role in this process is very important. The teacher should act as a facilitator who organizes communicative situations, guides students' use of terminology and corrects mistakes tactfully. The teacher should also select materials according to students' language level and professional needs. If the text is too difficult, students may focus only on translation and lose communicative motivation. If the material is too simple, it may not develop professional competence. Therefore, authentic materials should be adapted when necessary, while preserving their professional content.

The methodology should also include the use of digital tools. Online dictionaries, terminology databases, economic news platforms, interactive quizzes, presentation tools and learning management systems can support students' independent work. Digital resources allow students to hear pronunciation, see examples, compare definitions and practice terms outside the classroom. However, digital tools should not replace teacher guidance. They should be integrated into a clear methodological system.

Assessment is another important component. Professional communication competence should be assessed not only through vocabulary tests, but also through communicative tasks. Students may be evaluated on their ability to explain economic concepts, participate in discussions, prepare presentations, write reports and use terms accurately. Assessment criteria should include lexical accuracy, contextual appropriateness, fluency, coherence, argumentation and professional relevance.

In higher economic education, interdisciplinary cooperation is also necessary. Foreign language teachers and economics teachers can work together to select relevant terminology and professional situations. Such cooperation helps ensure that language learning supports students' main specialization. For example, if students are studying marketing, foreign language lessons can include terms and texts related to market research, branding, consumer behavior and advertising. If students are studying finance, lessons can focus on banking, investment, taxation and financial reporting.

The development of professional communication competence through economic terms also has cultural and intercultural significance. Economic communication often takes place in international contexts. Students should understand not only terminology, but also communicative norms, politeness strategies, business etiquette and cultural differences in negotiation and correspondence. Therefore, economic terminology should be connected with professional discourse and intercultural communication.

The development of students' professional communication competence through economic terms is an important methodological task in higher education. Economic terminology serves as a bridge between language knowledge and professional activity. It helps students understand economic concepts, analyze professional texts, participate in discussions, prepare presentations and express their ideas in academic and business contexts.

The research shows that effective terminology teaching should be systematic, contextual and communicative. Economic terms should be introduced through meaningful texts and professional situations, practiced through interactive tasks and activated in oral and written communication. Mechanical memorization of terms is insufficient; students must learn to use them accurately, appropriately and confidently.

The methodology for developing professional communication competence through economic terms should include conceptual explanation, contextual reading, oral discussion, written practice, case analysis, project work, digital resources and competence-based assessment. Such an integrated approach develops students' vocabulary, communicative skills, analytical thinking and professional identity.

### CONCLUSION

In conclusion, the use of economic terms in language education has significant pedagogical value. It increases students' motivation, connects language learning with future professional activity and prepares them for real communication in the economic sphere. Therefore, the methodology of teaching economic terminology should occupy an important place in the system of foreign language education at economic universities.

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